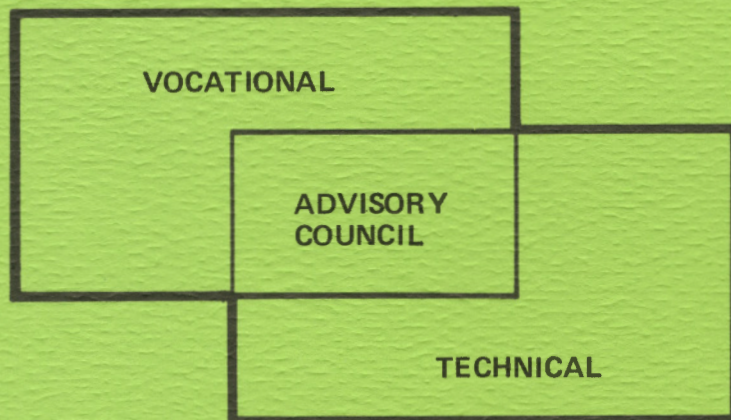


LOCAL ADVISORY COMMITTEES
in
SELECTED CURRICULUM AREAS
of the
TECHNICAL EDUCATION CENTERS



South Carolina
August, 1974

SURVEY STUDY OF
LOCAL ADVISORY COMMITTEES FOR
FIVE SELECTED CURRICULUM AREAS
IN THE TECHNICAL EDUCATION CENTERS

August, 1974

South Carolina Advisory Council on
Vocational and Technical Education
809 SCN Center
Columbia, S. C.

Robert H. White, Ph.D.
Executive Director

S. C. STATE LIBRARY

INTRODUCTION

The South Carolina Advisory Council on Vocational and Technical Education (SACVTE) is a sixteen member voluntary advisory council constituted and operating under the provisions of the Vocational Education Amendments of 1968 (P.L. 90-576). According to this Act, the Council's primary responsibility is to advise the State Board of Education, which is the agency responsible for the statewide program of public vocational education. The Council bears a similar responsibility to the State Board for Technical and Comprehensive Education (TEC) and the programs operated under the aegis of TEC. This is due to a number of reasons, among them: the close relationship of vocational and technical education. The Council then shares an equal obligation and responsibility to technical education and to vocational education.

The Council depends on many sources for the information requisite for sound judgments which precede the "advisory" role. First, the Council members bring a varied cross-section of expertise and viewpoints to the Council deliberations. The excellent cooperation of the Office of Vocational Education and the staff of the State TEC offices must be recognized. It is from these offices that the main of the factual data, opinions, and assistance is derived on a continuing basis. The cooperation from both of these offices

has been excellent. The input of citizens throughout the state is also solicited and carefully considered. Finally, any and all other sources are used as appropriate.

There are occasions when Council members pose questions-- questions which can not be immediately or satisfactorily answered. The study reported here was the result of one general area of inquiry. When data are not readily available or answers are not known, then the Council attempts to find the answers in the best possible manner.

The inherent value of local advisory committees has been a recurrent topic of interest to the members of the State Advisory Council. Precise or even approximate data have not been available. The only information which could be obtained were composite results of various and sometimes isolated observations. These did not answer the fundamental question: How many centers have local advisory committees and how effective are these committees? It was this question and various contributing parts of this main question that prompted this study.

THE MEMBERS

At the time this study was initiated, the membership consisted of the following:

Henry L. Sneed, Jr. - Chairman	T. A. Jackson
Isaac W. Williams - Vice-Chairman	Milton G. Kimpson
P. Henderson Barnette	T. C. Kistler
Robert E. (Jack) David	A. E. Lockert, Jr.
F. E. DuBose	Edgar L. McGowan
Fred C. Fore	E. W. Nunnery, Sr.
Arthur A. Fusco	C. S. Rowland, Jr.
B. Frank Godfrey	Helen G. Stuart

CONTENTS

Introduction.....	i
Purpose and Procedures.....	1
Results.....	4
Committees.....	5
Individual Opinions.....	6
Conclusions.....	7
Recommendations.....	9
Appendices	
1 - Summary.....	11
2 - Summary by Curriculum Type.....	12
3 - Distribution of Committees.....	13
4 - Weighted Scores on Responses.....	14
5 - Sample Survey Form.....	15
6 - Cover Letter.....	18

PURPOSE AND PROCEDURES

Theoretically, technical education centers function more efficiently when closely tied with the business and industrial community in which they are located. In theory the craftsman and businessman give advice to and help guide and direct the educational offerings of these centers. Additionally, it is felt that the tie between school and industry helps the instructional personnel keep up to date on industry and business trends. In this light a survey of local advisory committees in five selected curriculum areas in the 17 Technical Education Centers in South Carolina was made to determine the effectiveness of local advisory committees. The five selected curriculum areas included the following:

- Machine Shop
- Civil Engineering
- Business Administration
- Radiologic Technician
- Air Conditioning, Refrigeration,
and Heating

A list of advisory committees was requested from each center director, and from the names and addresses supplied, individual questionnaires were mailed directly to the selected members of the local committees. The members surveyed were selected at random from the lists provided and in each case the attempt was made to survey 50% of each committee's membership.

The study attempted to assess on an individual basis information relating to three major points. The first of these was concerned with the general concept of understanding the role of the committee of which they were a member, and also their degree of satisfaction for participation as a committee

member. The second point was whether the respondent thought the committee needed assistance. The last point, basically unrelated to the other two areas, asked if the respondents had heard of and were familiar with the State Advisory Council.

In evaluating the advisory committees, the following groupings were

- derived:
1. No Committee
 2. Effective Committee
 3. Moderately Effective Committee
 4. Non-Functioning as a committee
 - a. Receiving Community advice
 - b. Too new
 - c. Paper only committee

It was necessary to render some judgment of the local advisory committees. To be certain, there are many variables that have an affect on the effectiveness of an advisory committee. Several factors were considered to be necessary criteria if the committees were to be considered to be effective advisory committees. These were:

1. There should be:
 - A. More than one meeting annually
 - B. Reasonable member attendance at committee meetings
 - C. Minutes or recommendations recorded for future reference
 - D. Recommendations be presented to someone in the educational structure-- instructor, division chairman, center director or others as necessary.
2. Most members should at least be aware that they are members and have some approximate idea of:
 - A. How many members are on the committee
 - B. How many meetings were held during the past 12 months
 - C. If minutes are kept or reports are written
 - D. Who receives any recommendations that may evolve from the committee
 - E. The date of the next meeting
3. There should be a general feeling of satisfaction, and the members should believe they know the role and functions of the advisory committee.

Committees that could meet a preponderance of the above criteria, but not necessarily all, were considered to be effective committees.

Committees that failed to meet several of the above criteria were considered to be moderately effective. For example, a committee that had only one meeting, did not know who received the recommendations, and did not know the date of the next meeting, but according to all other criteria and comments indicated a functioning committee would have been deemed "moderately effective."

In several instances there were responses that indicated the committee met once with poor attendance and did not know if minutes were maintained. All the other criteria were met, however, and one of the members would report a high degree of involvement with the center director. In these instances it appeared the administration was receiving advice from the community through one member, but the committee itself was not functioning as a viable committee. This was classified as "Committee not functioning-- receiving community advice."

Some of the responses, from those named only a short time earlier by the center director as committee members, indicated they did not know they were committee members. If 50% or more of the responses from a committee were so marked, it appeared that this was a perfunctory "compliance" list of members, and the committee was not active. In such instances, the committee was categorized as "Committee not functioning-- simply a list on paper."

Two other categories were found to exist. When the response from a sample of an individual committee was two or less, or less than 50%, this provided insufficient data to draw accurate conclusions. This would have been recorded as "Non-sufficient data." Occasionally an advisory committee was

encountered that was obviously not functioning and perhaps had not met. If, however, by knowledge of the situation or by the comments received it was determined that the committee had recently been appointed, that committee would have been categorized as "Committee not functioning-- too new."

RESULTS - TECHNICAL EDUCATION CENTERS

The organizational pattern of the TEC Centers is that each has a local board, thus obviating local advisory committees which might function as advisory to the Center Director. Instead, the emphasis has been on advisory committees for each curriculum, or department. The Advisory committees surveyed were the departmental level committees or those committees giving advice and guidance to a specific curriculum such as business administration, air conditioning, heating and refrigeration, or civil engineering.

Five types of committees were identified, and each TEC institution was asked to submit the names of the advisory committee members for any of the five curricula that were operating in their center. There were 57 committees identified and a random selection of 50% of the members resulted in the mailing of 239 questionnaires. There were 164 questionnaires returned for a response rate of 68.8%. Of the 164 responses, 32 persons replied that they were not members and did not know anything about such a committee. This accounts for 20% of those surveyed. The following chart summarizes the responses from the Technical Education Center committees.

1. Effective Committee - 5 committees or 9% of the committees surveyed
2. Moderately effective - 21 committees or 37% of those surveyed
3. Not enough data - 6 committees or 11% of those surveyed
4. Not functioning - 25 committees or 44% of those surveyed
 - (a) Too New: 2 committees were classified as being too new to function effectively
 - (b) Community Advice: 4 committees received this evaluation
 - (c) Paper only committees: 19 committees out of 57 or 33% of those committees surveyed indicated that they were simply paper lists.

(See Appendix 1.)

The data given above are for all of the reported committees in five curriculum areas. These include the following:

Machine shop
Civil Engineering
Business Administration
Radiologic Technician
Air Conditioning, Refrigeration, and Heating

The results were tabulated separately for each committee. These were then grouped according to curriculum area, and compiled for the results given previously. The tabulation shows from 6 to 15 committees reported for each of the five curriculum areas. The results were generally similar, with the sole exception being for the committees for the programs of radiologic technician. The high percentage of advisory committees in this area classified as effective or moderately effective is probably derived from the accreditation requirements. These committees appeared to have better operational procedures and a specific sense of purpose. All the other four curriculum areas were quite similar to one another. See Appendix 2.

Since the TEC Centers had up to five committees, it was of interest to plot the committees for each center according to the level of effectiveness. Since the Centers are identified only by an assigned number, these data are found

in Appendix 3. It appeared that the level of effectiveness varied greatly within centers, as they did within curriculum types. The degree of effectiveness depended more on the individual division chairman than on the center.

INDIVIDUAL OPINIONS

In the study, the committee members were asked several questions relating to their degree of confidence or knowledge about their role and that of the advisory committee. They were asked to reply on a scale of one to five on each of the questions. These will be found in the survey form in the appendices. The replies from 124 useable Technical Education committee respondents are given in Appendix 4. A weighted mean score was calculated for each question. While the possible responses ranged from one to five, the composite score was expected to range from three to five. A calculated score of three would be considered very low, while any score of four or over was viewed as being high.

Attitude, Role

Generally, the respondents were pleased to be on the committee and responded that they knew the reasons for the committee's existence. The highest weighted mean scores were for these two questions, with respective scores of 4.45 and 4.30. To a high degree, but with less confidence than for the above two questions, the respondents stated they knew the duties expected of their committee, and the limits of the committee's area of concern. The scores for these questions were 3.93 and 3.70.

Assistance Desired

The question relating to assistance needed by the committees, supported by the voluntary comments, indicated a need for assistance by a number of the committee members. The weighted score for this question was relatively low, scoring 3.21 overall.

Knowledge About the State Advisory Council

Two questions were asked relating to the committee member's familiarity with and knowledge about the State Advisory Council on Vocational and Technical Education. (Questions 13 and 14 on the survey form) There were a significant number who had not heard of the State Council, and an even larger number who expressed no familiarity with the State Advisory Council. These scores were the lowest of all those asked on the survey form.

CONCLUSIONS

1. Approximately 45% of the advisory committees were found to be functioning well or moderately well.
2. About half of the committees appeared not to be functioning, and in fact may have existed primarily as a list of names on paper, having never functioned or having been too new to have had the opportunity.
3. A significant number of committee members asked for assistance; these were primarily in the areas of:
 - A. Information on organization of the committee
 - B. Information on what other committees are doing
 - C. Various other types of information or assistance not related to the normal duties of an advisory committee

4. Committee members expressed a high degree of satisfaction with being on the committee, with less confidence that they knew their role, or the functions of the committee.
5. The typical characteristics of the functioning committees were:
 - A. Meets one to four times annually
 - B. Has seven to twelve members
 - C. Usually has good attendance at meetings
 - D. Keeps written records of the meetings
 - E. Recommendations in one form or another are submitted to the instructor or Division Chairman by TEC Center curriculum Advisory committees.
6. An unfortunate number of persons who, according to recent and reliable data, were considered to be advisory committee members reported they were unaware of being on any such committee. These comprised about 20 percent of the TEC Curriculum advisory committees surveyed.
7. There was an extremely high response rate of almost 70 percent.

RECOMMENDATIONS

1. Efforts should be made to activate those committees that are not functional.
2. The Administrative personnel responsible for committees and the committee chairmen should be provided guidelines containing:
 - A. Information relating to their role, functions, and areas of responsibility
 - B. Information from other, similar advisory committees
3. Persons responsible for the operation of advisory committees should establish a schedule of meetings so that the committees meet sufficiently often that the members will know they are part of the committee.
4. Maintaining lists of members of non-functioning advisory committees should be avoided to prevent alienation or negative reactions from appointed committee members.
5. Workshop-type learning sessions should be conducted to assist Instructors, Division Chairmen, administrative personnel, and/or advisory committee chairmen and others to learn the role, functions, and procedural patterns that are within the area of responsibility of advisory committees.
6. The State Advisory Council should take direct responsibility to better inform local advisory committee members of the State Advisory Council and to establish patterns of communication.

SUMMARY

TECHNICAL EDUCATION

Total N. Committees

57

	<u>Number</u>	<u>Percent</u>
Effective Committees	5	9%
Moderately Effective Committees	21	37%
Non-Functioning Committees	25	44%
Too New	2	4%
Community Advice	4	7%
On Paper Only	19	33%
Insufficient Data	6	11%

	<u>Number</u>	<u>Percent</u>
Questionnaires Mailed	239	100%
Questionnaires Returned	164	68.8%
Committee members	131	80%
Non-members	32	20%
Others	1	-

TECHNICAL EDUCATION SUMMARY BY CURRICULUM TYPE

Category	Curriculum Types									
	A		B		C		D		E	
	<u>N</u>	<u>%</u>	<u>N</u>	<u>%</u>	<u>N</u>	<u>%</u>	<u>N</u>	<u>%</u>	<u>N</u>	<u>%</u>
Committees	14		10		12		6		15	
Effective	2	14%	-		1	8%	2	33%	-	
Moderately Effective	3	21%	4	40%	4	33%	2	33%	8	53%
Non-Functioning	7	50%	5	50%	7	58%	1	17%	5	33%
Too New	-		-		-		-		(2)	
Community Advice	(2)		-		(1)		-		(1)	
Paper List Only	(5)		(5)		(6)		(1)		(2)	
Insufficient Data	2	14%	1	10%	0		1	17%	2	13%
Q. Mailed	58		36		57		28		60	
Q. Returned	36	62%	25	69%	43	75%	19	68%	39	65%
Members	27		22		32		15		33	
Non-Members	9		3		10		4		6	
Other	-		-		1		-		-	

DISTRIBUTION OF COMMITTEES
BY EFFECTIVENESS AND BY CENTER
TECHNICAL EDUCATION

		Center Designated By Number																
		<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>6</u>	<u>7</u>	<u>8</u>	<u>9</u>	<u>10</u>	<u>11</u>	<u>12</u>	<u>13</u>	<u>14</u>	<u>15</u>	<u>16</u>	<u>17</u>
EFFECTIVE		<u>1</u> II					<u>1</u> I		<u>1</u> I									
MODERATELY EFFECTIVE		II	II	II	IIII	II		I	I		II	I		I				III
NON-FUNCTIONING																		
Too New													I				I	
Community Advice						I		I	I							I		
On Paper only		I	II	III			IIII	I		I	II	I		I		I	I	I
INSUFFICIENT DATA								I	I	I	I			I				

WEIGHTED SCORES ON QUESTIONS 8 THROUGH 15
TECHNICAL EDUCATION ADVISORY COMMITTEES

<u>Question No.</u>	<u>Committee Type</u>					
	<u>A11</u>	<u>A</u>	<u>B</u>	<u>C</u>	<u>D</u>	<u>E</u>
8	4.30	4.25	4.32	4.27	4.93	4.06
9	3.70	3.54	3.91	3.73	4.47	3.30
10	3.93	3.91	4.24	3.83	4.60	3.50
11	3.80	3.72	3.82	3.58	4.67	3.63
12	3.21	3.05	3.50	3.08	4.00	2.42
13	4.45	4.46	4.45	4.61	4.80	4.43
14	3.10	3.00	3.09	3.06	3.58	3.03
15	2.29	2.42	2.23	2.13	2.73	2.24

LOCAL ADVISORY COMMITTEE POLL

Your position _____ Committee Chairman
 _____ Committee Member
 Name of your Center _____
 Name of your Committee _____

As far as I know, I'm not
 a member of an advisory
 committee _____

(If this statement applies to
 you, do not complete the
 remainder of this form but
 check here and return it in
 the enclosed envelope.)

 (Circle or check one answer for each question except #16 and #17.)

1. Number of meetings held in past 12 months
 - _____ 1
 - _____ 2
 - _____ 3-4
 - _____ 5-6
 - _____ 7 or more
 - _____ Don't Know
2. Number of persons on your committee
 - _____ 6 or less
 - _____ 7-9
 - _____ 10-12
 - _____ 13 or more
 - _____ Don't know
3. Average number of members at meetings during past 12 months
 - _____ 35% or less
 - _____ 35-50%
 - _____ 51-65%
 - _____ 66-80%
 - _____ 81% or more
 - _____ Don't know
4. Are reports issued in printed form or written in minutes?
 - _____ Yes
 - _____ No
 - _____ Don't Know
5. Are regular minutes of meetings kept?
 - _____ Yes
 - _____ No
 - _____ Don't know

6. Do you know the date of the next meeting? _____ Yes
_____ No

Answer the following on a scale from (1) "do not know" to (5) "very certain."
Circle one number or mark one spot on the line.

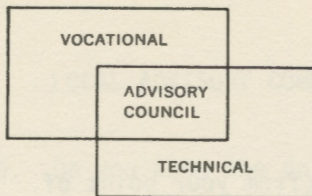
- 8: You feel you know the reason for your committee's existence.
- | | | | | |
|-------------|-----------|---------------------|-----------------------|--------------|
| 1 | 2 | 3 | 4 | 5 |
| do not know | uncertain | slightly
certain | moderately
certain | very certain |
9. You know the limits of your committee's area of concern.
- | | | | | |
|---|---|---|---|---|
| 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|
10. You know the kinds of duties expected of your advisory committee.
- | | | | | |
|---|---|---|---|---|
| 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|
11. You are confident that your advisory committee performs a worthwhile function.
- | | | | | |
|---|---|---|---|---|
| 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|
12. You feel your committee could be of more value if someone could help you in some way to get started.
- | | | | | |
|---|---|---|---|---|
| 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|
13. You are pleased to be on this particular advisory committee.
- | | | | | |
|---|---|---|---|---|
| 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|
14. You believe you have heard of the State Advisory Council on Vocational and Technical Education (SACVTE).
- | | | | | |
|---|---|---|---|---|
| 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|
15. You think you are somewhat familiar with the SACVTE.
- | | | | | |
|---|---|---|---|---|
| 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|

16. What additional help would your committee like to have? (from your point of view alone) Please describe briefly.

17. Your comments or suggestions:

Check here and provide name and address if you would like to have a copy of the summary of this report when it is completed.

Name and Address:



SOUTH CAROLINA ADVISORY COUNCIL ON VOCATIONAL AND TECHNICAL EDUCATION

809 SCN CENTER
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COLUMBIA, S. C. 29201

TEL. 803-758-3038

May 9, 1974

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ISAAC W. WILLIAMS
Columbia

Your name has been given this office as being a member of an advisory committee for your Technical Education Center. As a member of a craft advisory committee, your participation and involvement is felt to be an important determinant of success in the technical programs.

We are presently attempting to determine the extent of involvement, by lay citizens such as yourself, in our programs and your cooperation is needed in filling out the attached questionnaire. The information received from you will be treated as confidential. This will contribute, however, to the statewide totals in the final report of this study.

I appreciate your cooperation and assistance in this important study.

If we may be of help in completing the questionnaire, please call our office collect: 758-3038.

Sincerely,

Robert H. White
Executive Director

Enclosures

RHW/cma

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